The Boy in the Striped Pyjamas.
Teachers’ guide

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HAN, Young Adult Literature
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**Introduction:**

The book is probably best used with third year students. You can use it in co-operation with the History department to get a better idea about the event of the Holocaust. Because of the fact that it’s written in the innocence of a 9-year-old boy makes it easy to comprehend for the students.

For this book you’ll need 7 lessons, starting with the introduction followed by 5 lessons and ending with a lesson for post-reading.

**Lesson 1**

**Pre-reading:**

For the pre-reading part we included 2 assignments for the teachers to choose from, either one which seems fit for the class they want to use it for.

**Task:**

**Option 1:**

An important theme in the book is the ignorance of what is happening during WWII. The differences between the Germans and the Jews. We want the pupils to find out why the Holocaust was able to progress the way it did.

The pupils have to examine a number of pictures. In these pictures the way of living of the Jews and the Germans during WWII are depicted perfectly.

**Preparation:**

You need to photocopy each set of pictures (see the end of the teachers’ guide for reproducible copies; **task option 1**) to the right amount, so each pair has a set of either Jews in Germany, or Germans in Germany. You can put them in envelopes if you want. You can start dividing the (white)board in two so you can write the ideas given by the pupils onto to board in the right place.

**Instructions:**

For this task the pupils work in pairs. Then you divide the class so that half of the class is answering one question and the other half is answering the other question. Number 1 groups and number 2 groups.

The two questions are:

1. What was life like in Germany for the Jews during Hitler’s rule?
2. What was life like in Germany for the Germans under Hitler’s rule?

**15 minutes:** The pupils look at the pictures and write down what comes to mind about each picture. After doing this the pupils write down what they think about the life of the Germans/Jews. Then each pair can answer the question given to them only considering the evidence (pictures) given, and
a group discussion takes place between each half of the class about what answer to the question is the best one.

15 minutes: After having finished the first part, you start with asking: "How was life like for the Jews", and write down what the pupils came up with. Then after hearing how bad it was for the Jews you ask the other group: "After all the awful things we have just heard, how can you possibly explain why German people allowed this to happen?". The pupils should come up with answers like: Hitler was good for the Germans; Hitler did good things for Germany; People were frightened; and so on.

With doing this assignment they become aware of the reason why Bruno doesn’t know anything about what happens outside the safety of his home, and of course this was the case in many (German) households at that time.

Option 2:

a. Before starting to read the book, we think it’s a good idea to whet the appetite of the students’ knowledge about the Holocaust – the main theme of the book, The Boy in the Striped Pyjamas. This can be done by using a KTW/TW/TWL chart. (See the end of this teachers’ guide for reproducible copies; task option 2). This takes about 20 minutes, then you discuss what pupils have come up with. The discussion takes about 10 minutes.

<table>
<thead>
<tr>
<th>Holocaust</th>
<th>I know</th>
<th>Think I know</th>
<th>Want to know</th>
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</thead>
</table>

**Variation 1:** amount of columns, e.g.

<table>
<thead>
<tr>
<th>Holocaust</th>
<th>Think I know</th>
<th>Want to know</th>
</tr>
</thead>
</table>

**Variation 2:** column titles, e.g.

<table>
<thead>
<tr>
<th>Holocaust</th>
<th>Think I know</th>
<th>Want to know</th>
<th>Have Learned</th>
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</thead>
</table>
This is a ‘brainstorming activator’ that can be used prior to the study of new material, a discussion, a reading or an event. In our case it is the reading of the book, *The Boy in the Striped Pyjamas*.

It can be done in a large group - as a whole class, or in small groups. A recorder collects the ideas and the person who volunteers the idea identifies the column placement of the idea.

During the brainstorming phase, emphasise getting lots of ideas rather than debating or discussing the ideas as they are generated. Debates, clarification and discussion of ideas or their placement can occur once the brainstorming phase is over.

The chart/s can be posted in the classroom to serve as a tracking device for students’ learning as they pursue the study of the topic, or rolled up and saved for the conclusion of the unit when students enjoy looking back to what they know now.

Of course you can decide how much time you want to spend on each assignment, as long as you keep 10 to 15 minutes at the end of the lesson to hand out the books and the workbooks to the pupils.

Homework for lesson 2: Read chapters 1 – 4, answer the pre-reading lesson 1 questions on page 2 in their workbooks.

**While Reading:**

**Lesson 2:**

Have students view this YouTube clip about the Holocaust.

http://www.youtube.com/watch?v=CKmUZprD3RA&feature=related (play till 4.45min)

**Holocaust documentary (American narrator)**

Provides a brief overview by including the following:

- Introduction to Holocaust
- Life in concentration camps
- Execution of prisoners
- Rescuers
- End of Holocaust

Let the pupils work in their workbook. They have to answer the questions for lesson 2 on page 3 & 4.

After this they start reading. You have to make sure that the pupils read at least 20 minutes in class. If a pupil is finished earlier with the assignments in his/her workbook, he/she can start reading.

Homework for the next lesson: Read chapters 5 – 7.
**Lesson 3:**

Again you start your lesson with a youtube clip about the Holocaust.

http://www.youtube.com/watch?v=3pD4V7v6ZVc&feature=fvwrel (5min)

**The Holocaust – a visual history**

(Photos accompanied by music dampens the brutality and therefore has a less dramatic effect on students)

After watching the clip you instruct your pupils to start with the assignments in their workbook. They should finish the questions in lesson 3 on page 5 in their workbooks.

After this you let them read again for at least 20 minutes in class.

Homework: Read chapters 8 – 11.

**Lesson 4:**

The last time you start your lesson with a youtube clip:

http://www.youtube.com/watch?v=Tut4m_w4kYk&feature=related (play till 3.02min)

**The Horror of Auschwitz**

Enya’s song in the background while flipping Holocaust pictures.

After this you instruct your pupils to answer the questions in lesson 4 on page 6 & 7 in their workbooks.

When finished the pupils will read in class again.

Homework for the next lesson: Read chapters 12 – 15.

**Lesson 5:**

Let them do the assignments in their workbook for lesson 5 on page 8.

After this they start reading the last part of the book.

Homework: Read chapters 16 – 20.

**Lesson 6:**

They finished reading the book and now they have to answer the questions in lesson 6 on page 9 & 10.

After doing this they can take a look at the post-reading assignments in the workbook.
Lesson 7:

They have to answer the questions in lesson 7 on page 11 & 12.

After lesson 7 you can show the film and let the pupils fill in de venn-diagram in lesson 8 on page 13 in their workbooks. You can also choose to do another post reading assignment:

You can have the pupils do another picture exercise in which they have to provide a question and write a caption, that can be found in a news paper, which answers their own question. (see the end of the teachers’ guide for reproducible copies; post-reading extra)

You can find additional extras at the end of this teachers’ guide.
Attachments:

1: task option 1 (5 pages)
2: task option 2 (3 pages)
3: post-reading extra (2 pages)
4: word search + solutions (2 pages)
5: crossword + solutions (2 pages)
6: references (2 pages)
7: students workbook (13 pages)
Task option 1

“Jews digging their own graves”
“Jews in Auschwitz”

“Jews wearing the star of David”

“Life in the camps”
“Pavement scrubbed by Jews”

“Nazi mass rally”
“Hitler with some children”

“Hitler digging for the new autobahn”
“Opening of the new autobahn”

“Hitler youth”
Holocaust

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</tr>
<tr>
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<td><strong>Want to know</strong></td>
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Post-reading extra

Look at the following pictures and write a caption for each as if appearing on a newspaper.

Assessment criteria: Every picture needs to answer at least two of the following questions: WHO, WHAT, WHERE, WHEN, WHY and HOW.
Holocaust 1933-48

ARYAN
AUSCHWITZ
CONCENTRATION
DACHAU
DEPORTATIONS
extermination
finalsolution
fuhrer
ghetto
holocaust
krystalnacht
NAZI
NUREMBERGLAWS
POGROM
STAROFDAVID
WARSAW

[16 words]
Solution

D + N + + K W + + I + P + D Z
A + A + + R + A Z + O + E E T
C + Y + + I F A S G + X + P I
H + R + + S N U R R T + + O W
A + A + + T + O H E A + + R H
U + + + + A M + R R + W + T C
+ + + + + L + M + + E + + A S
+ + + + + L I + + + + R + T U
C O N C E N T R A T I O N I A
+ + + + A A O T T E H G + O +
+ + + T + C + + + + + + + + N +
+ + I + + H H O L O C A U S T
+ O N O I T U L O S L A N I F
N U R E M B E R G L A W S + +
+ + D I V A D F O R A T S + +

(Over, Down, Direction)
ARYAN(3, 5, N)
AUSCHWITZ(15, 9, N)
CONCENTRATION(1, 9, E)
DACHAU(1, 1, S)
DEPORTATIONS(14, 1, S)
extermination(13, 2, SW)
FINALSOLUTION(15, 13, W)
FUHRER(7, 3, SE)
GHETTO(12, 10, W)
HOLOCAUST(7, 12, E)
KRISTALLNACHT(6, 1, S)
NAZI(7, 4, NE)
NUREMBERG LAWS(1, 14, E)
POGROM(12, 1, SW)
STAROFDAVID(13, 15, W)
WARSAW(12, 6, NW)
CrissCross - Holocaust Terms

Holocaust 1933-48

Across
2. This camp was meant to work and starve prisoners to death
3. White race supremacy according to the Nazis
4. Anti-Jewish legislation
7. Genocide of the Jewish people by the Nazis
9. Jews were forced out of their homes to live here
10. Refers to Adolf Hitler
11. What the Jews had to wear to be identified
13. The largest concentration and extermination camp
14. The largest ghetto
15. National Socialist German Worker's Party
16. The Nazis' plan to murder the Jewish people

Down
1. When Jews were loaded on 'death trains'
5. This type of camp was also known as a death camp
6. Night of violence against the Jews, 1938
8. Mob attack against a minority group
12. One of the first concentration camps
Holocaust 1933-48

Across
2. This camp was meant to work and starve prisoners to death CONCENTRATION
3. White race supremacy according to the Nazis ARYAN
4. Anti-Jewish legislation NUREMBERGLAWS (Nuremberg Laws)
7. Genocide of the Jewish people by the Nazis HOLOCAUST
9. Jews were forced out of their homes to live here GHETTO
10. Refers to Adolf Hitler FUHRER
11. What the Jews had to wear to be identified STAROFDAVID (Star of David)
13. The largest concentration and extermination camp AUSCHWITZ
14. The largest ghetto WARSAW
15. National Socialist German Worker's Party NAZI
16. The Nazis' plan to murder the Jewish people FINALSOLUTION (Final Solution)

Down
1. When Jews were loaded on 'death trains' DEPORTATIONS
5. This type of camp was also known as a death camp EXTERMINATION
6. Night of violence against the Jews, 1938 KRISTALLNACHT
8. Mob attack against a minority group POGROM
12. One of the first concentration camps DACHAU
REFERENCES

Anke, Geert & Georgette; Paul & Rolf. (2010-2011). *The Boy in the Striped Pajamas.*


Discovery Education. (2012). Retrieved from


Retrieved from [http://estore.pubeasysschool.com/samples/DDTr/lgls3802s.pdf](http://estore.pubeasysschool.com/samples/DDTr/lgls3802s.pdf)


Miramax Film Corp. (2008). *The Boy in the Striped Pajamas.* Retrieved from


Rosenberg J. (2012). *The Holocaust.* Retrieved from

[http://history1900s.about.com/od/holocaust/tp/holocaust.htm](http://history1900s.about.com/od/holocaust/tp/holocaust.htm)


Pre-reading - Lesson 1

Before you start reading the book, take a good look at the cover of your book. Some covers only show you the title while others may include a picture. Below are a couple of versions in which the book has appeared.

What do you think the book is about?

Why do you think the book is written in so many different languages?
Read chapters 1 - 4 and do the exercises for lesson 2.

**Match up!**
In the first few chapters the book mentions a couple of names that are related to our main character, Bruno. Fill in 6 more missing names and write down in what way they are related to Bruno.

| _______ | _______  |
| _______ | _______  |
| _______ | _______  |
| _______ | _______  |

**Martin - friend**

**Open question**
In chapter 2 Bruno tells about his new house and how it’s called. What’s the name given? What came first to mind when you saw this name? Write your answer down in the space given below.
**Draw a picture**
When Bruno looks out of his window he makes a discovery. What do you think he saw? Make a drawing in the space given below of what you think Bruno saw. Include what you think the grey-white pyjamas are.

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**Open question**
Bruno and Gretel aren’t on the same page. Write down 3 words/sentences that make clear that Bruno doesn’t like his sister.

1.
2.
3.
Lesson 3

Read chapters 5 - 7 and do the exercises for lesson 3.

Open questions
Why do Bruno and his family have to stay in this place?

Who does Bruno mean when he talks about “The Fury”?

At the beginning of chapter 7, Bruno implies that he thinks he’s going mad at Out-With. He starts comparing himself to ‘Herr Roller’. Who is this man and what happened to him? Write it down in the space given below.

When Bruno falls of his swing, he is being helped by Pavel. Do you think Pavel really is a doctor? Why?
Lesson 4

Read chapters 8 - 11 and do the exercises for lesson 4.

Open question
Bruno clearly misses his grandmother. Why is that?

____________________________________________________

____________________________________________________

Write a letter
In one of the chapters Bruno writes a letter to his grandmother. Pretend that you are Bruno's grandmother and you want to write him a letter back. Think about how you feel about Bruno living at Out-With and your feelings towards the “Fury”. Write it all down in the space given below.

Dear Bruno,

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Love,

Grandmother
**Open questions**

Every evening the family enjoys their dinner together, often in company of several guests. However, the ‘striped pyjamas’ are never invited for dinner. Why do you think that is?

Father thinks that Bruno and Gretel should start school again and hires a teacher who will home school them. What are Bruno’s feelings towards the teacher and why do you think that?
Lesson 5

Read chapters 12 - 15 and do the exercises for lesson 5.

In these chapters, Bruno gets to know Shmuel bit by bit. Answer the following questions to gain more understanding why Shmuel is on the other side of the fence.

Open questions
How was Shmuel brought to the camp?

Shmuel is afraid of being punished. Come up with several different kinds of punishments you think people got in the camp.

1. 
2. 
3. 

In Chapter 15 Bruno finds Shmuel helping out in the kitchen and offers him some food. When Lieutenant Kohler walks in and starts asking questions, Bruno tells him that he has never seen Shmuel before. Why do you think he would say this?

Would you have done the same? Why (not)?
Lesson 6

Read chapters 16 - 20 and do the exercises for lesson 6.

In these last chapters, it’s getting more intense and serious. Things that happen have curial impact on what happens next.

**Open questions**

In chapter 16 Bruno’s hair is shaven. What kind of consequences does this have from the moment he crawls under the fence?

What do you think happened to Shmuel’s dad?

Several moments after having crawled under the fence, Bruno wants to go back home. Why doesn’t he go back home?

The writer tells about a chamber the boys enter. What do you think the chamber is where they have to go into?
Write the story!
Write (in the space given below) a different ending to the story in your own words (+/- 250) from the moment Bruno crawls under the fence.
Post-reading - Lesson 7

Now you’ve read the entire book. To recap and try to fully understand the intentions of the author answer the following post reading questions.

Open questions

Name three major themes in the book.

1. 

2. 

3. 

What do you think is the most important event? Why?

What is the main problem/dilemma in the book?

What do you think about the idea that Jews and Germans had to be kept apart?
The writer ends the book with the words: “Of course all this happened a long time ago and nothing like that could ever happen again. Not in this day and age.” Do you agree with the writer? Why (not)?

What circumstances make it likely that things like this happen?
In order to fully understand the book, you are going to watch the film. However, the film script isn’t always the same as the book. Below you’ll find a venn-diagram. In this you are going to write down the similarities and differences, while comparing the film to the book.

**Film**

**Book**

**Similarities**